

ESSB 5946 - H AMD TO H AMD (H-2726.1) **583**

By Representative Pollet

WITHDRAWN 06/28/2013

1 On page 1, beginning on line 5 of the striking amendment, strike
2 sections 101 through 106 and insert the following:

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4 "NEW SECTION. **Sec. 101.** (1) The legislature finds that literacy
5 is an ongoing cognitive process that begins at birth. It involves the
6 integration of listening, speaking, reading, writing, and critical
7 thinking. Literacy also includes the knowledge that enables the
8 speaker, writer, or reader to recognize and use language appropriate
9 to a situation in an increasingly complex literate environment.
10 Active literacy allows people to think, create, question, solve
11 problems, and reflect in order to participate effectively in a
12 democratic, multicultural society.

13 (2) The legislature finds ample evidence of the importance of
14 early literacy, particularly having students reading at grade level by
15 the end of third grade. According to the national research council,
16 high school graduation can be predicted with reasonable accuracy by
17 knowing someone's reading skill at the end of third grade.
18 Researchers at Yale University identified that three-quarters of
19 students who are poor readers in third grade will remain poor readers
20 in high school.

21 (3) The legislature further finds building an accountability
22 system focused solely on a reader's performance in third grade will
23 not result in the desired outcome. Identification, diagnosis,
24 targeted and appropriate assistance, and progress monitoring must all
25 begin as soon as an at-risk reader reaches the schoolhouse door. The
26 legislature intends that the statewide assessment in third grade
27 reading or English language arts serve as a checkpoint for the

1 comprehensive system of instruction and services provided in grades
2 kindergarten through three to support reading and early literacy
3 skills.

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5 NEW SECTION. **Sec. 102.** A new section is added to chapter 28A.320
6 RCW to read as follows:

7 (1) Responsibility for supporting reading and early literacy is
8 shared among local school districts, state and regional education
9 agencies, and the legislature itself. The legislature's
10 responsibility is to continue to provide funding for the program of
11 basic education, including statewide implementation of full-day
12 kindergarten and reduced class sizes in grades kindergarten through
13 three as provided under RCW 28A.150.260. In addition, the legislature
14 provides support for such initiatives as the Washington reading corps,
15 early learning programs for at-risk children, and professional
16 development for educators.

17 (2) The office of the superintendent of public instruction is
18 responsible for:

19 (a) Continuing to work collaboratively with state and regional
20 partners such as the department of early learning and the educational
21 service districts to establish early literacy benchmarks and standards
22 and to implement the Washington state comprehensive literacy plan;

23 (b) Disseminating research and information to school districts
24 about evidence-based programs and practices in such areas as reading
25 and early literacy, English language acquisition, and instruction for
26 students with dyslexia and other learning disabilities, as well as
27 research on how neuroscience can inform reading instruction;

28 (c) Providing statewide models to support school districts that
29 are implementing responses to intervention, positive behavior
30 intervention support systems, or other similar comprehensive models of
31 data-based identification and early intervention; and

32 (d) Within available funds and in partnership with the educational
33 service districts, providing technical assistance and professional
34 development opportunities for school districts.

1 (3) The responsibility of school districts is to provide a
2 comprehensive system of instruction and services in reading and early
3 literacy to kindergarten through third grade students and their
4 parents or guardians that is tiered based on the degree of student
5 need for additional support. Reading and early literacy systems
6 provided by school districts must include:

7 (a) Annual use of screening assessments and other tools to
8 identify at-risk readers in kindergarten through third grade, such as
9 the Washington kindergarten inventory of developing skills, the
10 Washington state early learning and development guidelines for birth
11 through third grade, and the second grade reading assessment under RCW
12 28A.300.310;

13 (b) Based on the results of screening assessments and progress
14 monitoring of at-risk readers, use of appropriate diagnostic
15 assessments and evaluations to identify potential causes of low
16 reading and literacy skills, such as evaluations to determine whether
17 the student has a form of dyslexia or other learning disability; has
18 another type of disability that requires development of an
19 individualized education program or a section 504 plan; is an English
20 language learner whose language proficiency is impeding the student's
21 reading; has a vision, hearing, or other physical challenge that may
22 be affecting the student's reading; or has other social-emotional or
23 behavioral challenges that are affecting school performance;

24 (c) Provision of a range of research and evidence-based strategies
25 to assist students in reaching grade-level performance in reading and
26 early literacy, which may include supplemental instruction,
27 specialized curriculum, use of literacy specialists and coaches,
28 special education, section 504 accommodations, transitional bilingual
29 instruction, and referral to social and health service resources in
30 the school district or community;

31 (d) Continuous use of data, gathered using multiple measures and
32 methods, for identification, assessment, evaluation, progress
33 monitoring, and adjustment of appropriate interventions and support;

34

1 (e) To the extent appropriate organizations exist in the local
2 community, creation of partnerships with early learning providers and
3 organizations, out-of-school education service providers, and social
4 and health service organizations and providers, to align and
5 coordinate provision of in and out-of-school services in a wraparound
6 manner that supports all aspects of students' needs; and

7 (f) Research-based family involvement and engagement strategies,
8 including strategies to help families and guardians assist in
9 improving students' reading and early literacy skills at home.

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11 NEW SECTION. **Sec. 103.** A new section is added to chapter 28A.320
12 RCW to read as follows:

13 (1) The results from the third grade statewide student assessment
14 in reading or English language arts serve as a key accountability
15 measure for the comprehensive system of instruction and services under
16 section 102 of this act to support reading and early literacy.

17 (2) The state board of education shall annually monitor school and
18 district progress on the third grade statewide student assessment in
19 reading or English language arts, as well as progress on the reading
20 or English language arts assessments in fourth through eighth grade.
21 The board shall examine the results longitudinally to identify
22 patterns and trends within schools and among elementary schools and
23 feeder middle schools. The board shall also examine data
24 disaggregated by student subgroups. The board shall establish
25 benchmarks for identifying warning signs of systemic problems in
26 schools and school districts based on assessment results in reading or
27 English language arts over a three-year period.

28 (3) The state board of education shall submit a biennial report to
29 the superintendent of public instruction on its analysis and findings
30 under subsection (2) of this section. Based on the report, the
31 superintendent of public instruction shall consult with reading and
32 language arts teachers, the department of early learning, educational
33 service districts, out-of-school education service providers, and
34 other experts to develop recommendations for actions that may be

1 taken, including but not limited to legislative actions, to improve
2 outcomes in reading and early literacy. The recommendations from the
3 superintendent of public instruction must be submitted to the
4 education committees of the legislature biennially, no later than
5 December 1st of each even-numbered year.

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7 NEW SECTION. **Sec. 104.** Subject to funds appropriated for this
8 specific purpose, the University of Washington shall conduct a
9 research study during the 2013-2015 biennium on the neuroscience
10 associated with children achieving early literacy. The study shall
11 report not only scientific findings, but also explain and illustrate
12 the implications and relevance of the findings for improving reading
13 and literacy instruction and suggest strategies for elementary level
14 classroom teachers and reading specialists to incorporate the results
15 into their practice."

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17 On page 6, at the beginning of line 17 of the striking amendment,
18 strike "(1) This chapter is designed to: (~~(+1)~~)(a)" and insert "This
19 chapter is designed to : (1)"

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21 On page 6, beginning on line 19 of the striking amendment, after "
22 and" strike "~~((+2))~~(b)" and insert "(2)"

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24 On page 6, beginning on line 24 of the striking amendment, strike
25 all of subsection (2)

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27 On page 7, beginning on line 21 of the striking amendment, after
28 "(1)" strike all material through "(2)" on line 24

29
30 Renumber the remaining subsections consecutively and correct any
31 internal references accordingly.

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33 On page 7, line 28 of the striking amendment, after "this section"
34 strike "or section 106 of this act"

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On page 8, beginning on line 21 of the striking amendment, after "(3)" strike all material through "office" on line 22 and insert "The office"

On page 8, line 24 of the striking amendment, after "develop" strike "additional"

On page 8, line 27 of the striking amendment, after "classroom." insert "The state menus shall also include best practices and strategies for professional development and instruction to address dyslexia."

On page 8, at the beginning of line 34 of the striking amendment, after "section" strike "or section 106 of this act"

On page 9, line 13 of the striking amendment, after "this section" strike "and section 106 of this act"

On page 9, beginning on line 15 of the striking amendment, after "section" strike "and section 106 of this act"

On page 10, line 10 of the striking amendment, after "28A.165.065" strike "and section 106 of this act"

Correct the title.

EFFECT: Replaces all provisions pertaining to "Learning to Read, Reading to Learn" (Part I) of the bill with the following:

States that responsibility for reading and early literacy is shared. Provides that the Legislature's responsibility is to continue funding for Basic Education, including implementation of full-day kindergarten and reduced K-3 class size, as well as provide support for other initiatives.

Assigns the OSPI with responsibility for:

Continuing to work collaboratively with DEL and the ESDs;
Disseminating research and information;
Providing statewide models; and
Within available funds, providing technical assistance
and professional development.

Assigns school districts the responsibility for providing a
comprehensive system of instruction and services in reading and
early literacy for K-3 students that includes:

- Use of screening assessments to identify at-risk readers;
- Use of diagnostic assessments and evaluations;
- Provision of research and evidence-based strategies;
- Continuous use of data;
- Creation of partnerships to provide services in a
wraparound manner; and
- Family involvement and engagement strategies.

Makes the 3rd grade Reading/English Language Arts assessment an
accountability measure for the system described above.

Directs the SBE to monitor reading/ELA results to
identify patterns and trends, develop benchmarks to serve as
warning indicators, and submit a biennial report to SPI.

Based on the report, directs SPI to submit
recommendations for action to improve outcomes to legislative
Education Committees by December 1st of each even-numbered year.

Subject to funds, directs the UW to conduct a research study on
the neuroscience associated with early literacy.

Removes requirements that school districts spend Learning
Assistance Program (LAP) funds first on K-4 reading improvement.
Adds that the best practices menus developed for the use of LAP
funds must include professional development and instruction to
address dyslexia. Removes references to a stricken provision
that required districts to use only best practices from a
separate state menu for reading improvement under certain
circumstances and with certain students.

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